

# Tuggerah Public School

## Annual Report



2016



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## Introduction

The Annual Report for 2016 is provided to the community of Tuggerah Public School as an account of the school's operations and achievements throughout the year.

It provides a detailed account of the progress the school has made to provide high quality educational opportunities for all students, as set out in the school plan. It outlines the findings from self-assessment that reflect the impact of key school strategies for improved learning and the benefit to all students from the expenditure of resources, including equity funding.

Jennifer Harrison

Principal

### School contact details

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## School background

### School vision statement

Tuggerah Public School is committed to providing a quality learning environment that fosters respectful and successful learners, confident and creative individuals and responsible and informed global citizens.

### School context

Tuggerah Public School was established in 1892 and has a long and rich heritage. Development of housing estates from the 1990s resulted in rapid enrolment growth and the construction of new facilities in 2000. The school is in an attractive bushland setting. The school community is highly supportive of the 510 students and 35 staff members.

Tuggerah Public School is a member of the Wyong Learning Community of Schools and actively engages with the local community to promote education, cultural awareness and student wellbeing for its students. The school provides an inclusive curriculum catering for varied learning styles and abilities. There are currently 20 classes operating K-6. The growing multicultural demographic is supported through weekly ESL support and targeted support is provided to Aboriginal students.

Positive Behaviour for Learning (PBL) strategies have guided Tuggerah Public School's Student Welfare and Fair Discipline policies for the past five years and continue to provide a framework for the development of programs to enhance student engagement.

Tuggerah Public School is well resourced in the area of technology with wifi throughout, iPads for use in Early Stage 1 and Stage 1 and laptop/tablet hybrids for Stage 2. A very successful laptop program in Stage 3 ensures that students are provided with ample opportunity to engage in 21st century technology assisted learning.

Tuggerah Public School provides students with a wide variety of extra-curricular opportunities. Physical education and sport play an important role at the school. We participate in numerous PSSA knockout competitions with some outstanding successes and interesting and varied sports programs are available to all. The Creative Arts also has a high profile at the school. A specialised dance teacher is employed for two terms each year to expose all children to a variety of dance styles. The Senior and Boys Dance Groups have met with great success and the ukulele band,

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The Ukulaliens

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and Concert Band perform both within the school and throughout the wider community. These groups are complemented by choirs and drama clubs giving all students the chance to develop creative skills.

## Self-assessment and school achievement

### Self-assessment using the School Excellence Framework

This section of the Annual Report outlines the findings from self-assessment using the School Excellence Framework, school achievements and the next steps to be pursued.

This year, our school undertook self-assessment using the School Excellence Framework. The framework supports public schools throughout NSW in the pursuit of excellence by providing a clear description of high quality practice across the three domains of Learning, Teaching and Leading.

In the Domain of Learning in 2016 the school's on balanced judgement for the elements of Learning Culture, Wellbeing, Curriculum and Learning and Assessment and Reporting was Sustaining and Growing. Tuggerah Public

School's efforts have primarily focussed on wellbeing, curriculum, and learning. A focus on specific school initiatives includes: Positive Behaviour for Learning (PBL), Language, Learning and Literacy (L3), Focus on Reading (FoR), and Targeting Early Numeracy (TEN). These initiatives encourage a pedagogical shift to support student learning and a culture which enhances success. The implementation of explicit teaching and differentiation has supported a positive teaching and learning environment. These initiatives underpin a productive learning environment that supports students' development of strong identities as learners. The fundamental importance of wellbeing is providing a respectful, positive relationship between students and staff and ensuring safe learning environments for students. This is evident in parents agreeing that the school has a safe and secure environment and that teachers build positive relationships based on praises and rewards. Professional Learning enhances the quality initiatives embedded at Tuggerah Public School which enables our students to successfully participate and contribute at the school. The school's on-balanced judgment of Student Performance was at Delivering. Effective classroom practice and implementation of quality pedagogy will facilitate opportunities for students to consistently perform at high levels on internal and external performance measures.

In the Domain of Teaching the school's on-balanced judgement was Sustaining and Growing in all elements. The school's focus has been on the effective use of data and collaboration to enhance and drive teaching programs. Data for specific initiatives is collected and analysed every five weeks and actioned upon to drive future teaching and learning programs to meet the individual needs of all students. The school has embedded explicit systems for collaboration and K-2 classroom observations. Future directions will include 3-6 classroom mentoring and the modelling of effective teaching practice with feedback to drive on-going school-wide improvement.

In the Domain of Leading the school's on-balanced judgement was Sustaining and Growing in all elements. Tuggerah Public School's priorities have been to develop leadership and management practices. The leadership team has been successful in leading the initiatives of the school which in turn has supported a culture of high expectations and is developing the capabilities of staff to create a dynamic learning culture. Opportunities of distributed leadership are encouraged and have resulted in building school capacity and productive relationships. The school is recognised as one of excellence by the school and wider community as a result of its effective leadership, teaching and learning and by extending leadership opportunities to staff, students and parents.

Future directions evident from the School Excellence Framework were directly embedded into the 2017 Milestones as part of the 2015-2017 Tuggerah Public School Plan to drive further improvements in the delivery of education to our students.

Our self-assessment process will assist the school to refine the strategic priorities in our School Plan, leading to further improvements in the delivery of education to our students.

For more information about the School Excellence Framework:

<http://www.dec.nsw.gov.au/about-the-department/our-reforms/school-excellence-framework>

## Strategic Direction 1

Challenging, Engaging & Inclusive

### Purpose

To plan and deliver quality inspired learning experiences that result in the development of all students' ability to think critically, creatively and ethically and who are literate, numerate and socially, environmentally and culturally aware.

### Overall summary of progress

Our continued focus on delivering quality inspired learning experiences has enabled us to achieve significant progress in this strategic direction. There has been strong growth in all staff understanding of CTJ and the use of Assessment For, As and Of learning (AFL, AAL,AOL) as tools for planning and programing. Staff have continued to use PLAN and Continuum plotting to inform their teaching programs. Data walls were established for Stage 3 as part of transition to High School processes and to address NAPLAN needs.

8 Ways of Learning has now been embedded into all teaching and learning programs. Additional cultural activities and programs have been implemented across the school and community. This has fostered deeper understandings and valuing of Aboriginal culture. This has had a positive impact on the culture of the school. The implementation of the Darkinjung language in the school was explored, however, the human resources were not available to support this initiative.

21st Century Learning, based on Professor John Hattie and Carol Dweck, has been a continued direction and a professional learning focus in 2016. This will continue in 2017 and beyond to achieve this strategic direction. The How2Learn initiative and the Pirozzo Matrix of Enquiry Based Learning will be implemented in 2017 due to other commitments to teaching and learning initiatives.

### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
<p>The proportion of students achieving in the proficient bands in NAPLAN for:</p> <p>Reading Yr 3: 46 to 50% Yr 5:41 to 45%</p> <p>Grammar/Punctuation Yr3–54 to 59%Yr 5- 44 to 49%</p> <p>Numeracy Yr 3- 45 to 50%Yr 5- 28 to 35%</p>	<p>The targets for Year 3 and 5 Reading, Grammar and Numeracy in the proficient bands were set high due to past performance, however, Year 3 Reading has not met this target with only 40% reaching proficient but Year 5 Reading has exceeded their target at 48%.</p> <p>Grammar, Year 3 did not achieve their target and reached only 41% and Year 5 was just below their target at 43%.</p> <p>Numeracy, Year 3 unfortunately came in far below their expected target and only reached 29% however, Year 5 achieved target at 34%.</p>	<p>L3 - Course Costs from RAM Socioeconomic at \$31,750 and Casuals to cover training from Literacy and Numeracy at \$24,500. Total \$56,250</p> <p>Spell it \$2,153 course costs and resources from Teacher Professional Learning.</p> <p>Macq/Mini Lit course costs and resources \$3,490 from Teacher Professional Learning.</p>
<p>The percentage of students achieving in lower bands is below the state average across all aspects of NAPLAN.</p>	<p>Reading: Year 3 had 1% in the 2 low bands whereas State had 5%. Year 5 had 0% and State was 7%.</p> <p>Grammar: Year 3 had 1%, State had 5%. Year 5 had 0%, State had 5%.</p> <p>Numeracy: Year 3 had 3%, State had 5%. Year 5 had 1%, State had 6%.</p> <p>Writing: Year 3 1%, State 3%. Year 5 3%, State 7%.</p> <p>Spelling: Year 3 7%, State 5%. Year 5 3%, State 7%.</p>	<p>Envision Maths Program: Literacy and Numeracy at \$6,166.</p> <p>Low Level Adjustment for Disability Funding for SLSOs in the classroom to support our students with needs at \$32,406</p>

## Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
100% of programs align to the Australian Curriculum and contain aspects of 8 Ways of Learning and linking Project Based and Enquiry Based Learning.	All staff programs are demonstrating quality 8 Ways of Learning components and Project Based and Enquiry Based Learning opportunities.	<p>8 Ways of Learning - \$4,000 from Aboriginal Background Funding.</p> <p>KAGAN Cooperative Learning Strategies at \$2,151 from Teacher Professional Learning.</p> <p>Pirozzo Engaging Aboriginal Students with Enquiry Based learning at \$1,300 from Aboriginal Background Funding.</p>

## Next Steps

Continue to build on Professional learning around AFL, AAL, AOL.

Enhance knowledge and skills in the moderating process for Writing Tasks.

Continued focus on PLAN and Continuum plotting to ensure deep understanding.

Focus Data Walls on Writing and Vocabulary K-6.

Begin the How2Learn initiative and the Pirozzo Matrix to support and develop learning in the 21st Century to ensure our students are independent learners and critical thinkers.

## Strategic Direction 2

Respectful, Reflective & Innovative

### Purpose

To develop learning environments that foster a sense of worth, individuality and mutual respect with all stakeholders in the school community. Personal well-being and building stimulating, productive and efficient learning spaces within the school to enhance collaborative learning opportunities and allow students to make sense of their changing world.

### Overall summary of progress

Our continued school-wide focus on Teacher Professional learning and Positive Behaviour for Learning is showing significant gains in this strategic direction. A successful approach to student wellbeing and learning culture has ensured the use of a consistent approach to the learning of appropriate behaviours in the various school playground contexts with a move into the classrooms in 2017.

The implementation of the new Performance and Development Framework has led to staff engaging in a much deeper reflective process that is guiding the ongoing development of all staff. Regular and effective monitoring and feedback processes are in place to discuss progress, support and plan for growth.

### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
At least 95% of students demonstrating positive behaviour choices in the classroom and playground each Term, that is Sentral Data indicates two or less negative behaviour referrals.	85.62% of students demonstrated positive behaviour choices in the classroom and playground and received 2 or less behaviour referrals. This is consistent with the PBL Universals systems.	\$20,000 from School Global Funds.
PBL BOQ tool reflects consistency in practice across the school.	The BOQ tool showed that the Principal supported the PBL focus but there was only 60% of staff committed to this initiative. The Major/Minor behaviours were clearly differentiated and the Matrix was clearly defined. PBL was data driven and areas for improvement were identified and acted upon. Reward processes initiated and students were involved in identifying and developing incentives and mascot however the ratio of teachers acknowledging positive behaviour was inconsistent.	PBL Coach training at \$500 from TPL and \$3,000 for contribution towards Wyong PBL Network Coach from School Global.
All staff develop a Professional Development Plan (PDP) and provide evidence of working towards identified goals.	100% of staff completed their PDP. The evidence and observation process needs further development in 2017.	PL linked to PDPs linking to school directions and needs: Aspiring Leadership Conference at \$1,000 from TPL.. Hearing Conference at \$1,130 from TPL. Autism Conferences at \$1,860 from TPL. Critical and Creative Thinking at \$1,500 Global.

### Next Steps

Continue to build on Strong Start Great teachers (SSGT) including a strong focus on Reflective Practice.

Continued focus on FoR with Phase 1 embedded and Phase 2 implemented in 2017.

L3 to be self-funded in 2017 with a DP EAfS Instructional Leader.

Revisit structure for Student Welfare. linking Kids Matter with current Welfare practices

Strategic questioning, HOT vs LOT and NEA to be embedded in all teacher collaboration and teaching and learning.

More student direction and choices with Inquiry Based learning incorporating Learning Styles and Project Based Learning.



## Strategic Direction 3

### Dynamic & Supportive Educational Community

#### Purpose

To build stronger positive relationships as an educational community by leading, practising and inspiring a culture of collaboration, engaged communication, empowered leadership and organisational practices.

#### Overall summary of progress

The school continues to build on the positive partnerships that we have formed with parents, community, Local Management Groups (LMG), AECG and Transitions to school with successful PL being undertaken as an LMG and partnerships established with our partner preschools, high school and other agencies. Our P & C is pro-active and supportive.

Communication lines with parents have been streamlined and proactive procedures are embedded.

#### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
Parent Survey gauging contentment and feeling toward school sitting between 75% to 95% as positive.	<p>78.57% of parents surveyed agreed that their child participated in activities that promoted positive relationships among all children.</p> <p>88.9% of parents agreed that the school provides a safe and caring environment for their child.</p> <p>92.85% of parents agreed that they were comfortable talking to their child's teacher. 78.58% of parents were satisfied with the level of social and emotional support that their child is provided.</p>	Nil cost. Survey Monkey.
Students feeling satisfaction with school life and survey sitting between 75% to 95% positive satisfaction.	<p>Positive sense of Belonging: 77% of students had a high sense of belonging.</p> <p>Positive Relationships: 85% of students.</p> <p>Valuing Schooling Outcomes: 98% of students.</p> <p>Positive Homework Behaviour: 45% of students (54% Girls, 36% boys)</p> <p>Positive Behaviour: 88% of students thought that they displayed positive behaviour.</p> <p>Interested and Motivated: 72%</p> <p>Trying Hard to Succeed in their Learning: 95%</p>	Nil
100% of Kindergarten students who attend Kindy Start Sessions enrolling each year.	84% of potential students who attended Kindy Start enrolled for the 2017 school year. This was due to several factors. Some being Out of Zone and ineligible, we had several students with high needs went to Early Intervention, some families moved interstate.	<p>Casual Teacher Resources to relieve Teachers to take sessions: \$2,500 from Global.</p> <p>Resources: \$1,000 from Global.</p>
Increase students' enrolment in local high school from 48% to 60% by 2017.	Only 41% of our Year 6 students attended the Partner High School. Some students went to a Specialist High School, others were Out of Zone so went to their zoned High School and others went to the local Catholic High School.	<p>\$1,500 from Global to support Transition.</p> <p>LMG Funds: \$3,000 to fund HS casuals to lead Yr 6</p>

## Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
Increase students' enrolment in local high school from 48% to 60% by 2017.	Only 41% of our Year 6 students attended the Partner High School. Some students went to a Specialist High School, others were Out of Zone so went to their zoned High School and others went to the local Catholic High School.	Transition Program.
Increase from 10% to 20% of staff involving themselves in the Ngara AECG.	10% of staff still attend AECG relevant meetings however, when our school hosted the Ngara AECG meeting this percentage increased to 40%	\$50 contribution to the AECG Academic Awards Assembly from Aboriginal Background Funding.

## Next Steps

Continual communication to P & C and wider community of budget and initiatives.  
 Continual involvement, consultation and communication with High School and investigation re Middle Years Initiatives.  
 Continue to use the High School students for our carnivals to promote goodwill and involvement. Increase parent awareness of the quality of Wyong High School utilizing 'taster days' .  
 Continuation of LMG initiatives.  
 Continued involvement in the Ngara AECG embedding this partnership into school life.

Key Initiatives	Impact achieved this year	Resources (annual)
<b>Aboriginal background loading</b>	<p>All Aboriginal students have a personal learning plan (PLP) and are making progress on their set and individualised goals. Parents, teachers, students and staff are involved in the development and monitoring of the PLPs. Cultural significance is included in all PLPs.</p> <p>Aboriginal perspectives and cultural awareness embedded into school life and cultural initiatives such as a Bush Tucker Garden, Totem Poles, Aboriginal Art and Dance Troupes have been established.</p>	<p>\$17555 Allocation.</p> <p>(As well as resources mentioned in the Strategic Directions, finances spent include):</p> <p>PLPs: \$1,000 for casuals.</p> <p>Yarning Circle and COLA over this: \$8,655</p> <p>Aboriginal Dance Troupe: \$1,000</p> <p>Picnic Tables in Yarning Area: \$2,750</p>
<b>English language proficiency</b>	<p>Identified students are supported through the New Arrivals Program and an EALD Teacher is employed one day a week to support students, K-6, based on language proficiency.</p>	<p>\$21,186 Allocated.</p> <p>This was used to employ a EALD teacher one day per week at .2 FTE</p>
<b>Low level adjustment for disability</b>	<p>All students requiring adjustments to learning and support in the classrooms and playground are catered for by employing SLSOs.</p>	<p>\$124,225 allocated.</p> <p>This amount was used to support students by employing SLSOs on a continual basis as well as Resources such as Scooter Boards, squeeze toys, wedge seats, head phones, disability toys, casuals for review meetings etc.</p>
<b>Quality Teaching, Successful Students (QTSS)</b>	<p>Teachers are supported through mentoring practices.</p>	<p>\$19,384 Allocation.</p> <p>This was absorbed into our Entitlements which allowed for regular mentoring sessions to occur.</p>
<b>Socio-economic background</b>	<p>This funding supported the focus initiative of L3 which ran K-2. This funding was added to RAM Literacy and Numeracy to accommodate the high cost of this initiative.</p>	<p>\$39,730 Allocation:</p> <p>\$31,750 on L3 and the remainder was used to top up a SAO and a CRT.</p>
<b>Support for beginning teachers</b>	<p>Our two beginning teachers were released from class for one day a fortnight each to participate in a range of activities from working with their Mentor, to observing other teachers, planning and programming and extra report writing days.</p> <p>Support was also provided for the teachers to gather and annotate appropriate evidence to contribute towards their accreditation.</p> <p>Two Beginning teachers attended a Beginning Teacher Course and other Professional learning opportunities were made available for both teachers.</p>	<p>\$23,975 in total. This included a rollover sum from the previous Principal.</p> <p>Report Writing Days: 26 Teachers twice a year using roll over amount.</p>
<b>Professional Learning</b>	<p>Focus of TPL was on Literacy, Numeracy and</p>	<p>\$22,532 Allocation. All</p>

<b>Professional Learning</b>	Future Focused.	monies used.
<b>Literacy and Numeracy</b>	Casual salaries for L3.  Numeracy Resources such as EnVision Maths, Maths Boxes, Reading Boxes.	\$32,649 Allocation. Majority of money, \$24,500, spent was on Casual teachers for L3. The remainder on Literacy and Numeracy resources.

## Student information

### Student enrolment profile

Students	Enrolments			
	2013	2014	2015	2016
Boys	251	264	275	284
Girls	211	227	229	227

Tuggerah Public School's enrolments have steadily increased over the past four years.

### Student attendance profile

School				
Year	2013	2014	2015	2016
K	95.6	95.6	94.6	95.1
1	95.9	95.5	94.6	94.4
2	93.9	96.4	93.5	94.4
3	95.8	95.2	95	94.6
4	94.7	95.6	94.5	94.6
5	94.1	94.8	94.6	94
6	93.8	93.7	91.6	92.2
All Years	94.8	95.3	94	94.3
State DoE				
Year	2013	2014	2015	2016
K	95	95.2	94.4	94.4
1	94.5	94.7	93.8	93.9
2	94.7	94.9	94	94.1
3	94.8	95	94.1	94.2
4	94.7	94.9	94	93.9
5	94.5	94.8	94	93.9
6	94.1	94.2	93.5	93.4
All Years	94.7	94.8	94	94

The School's attendance data shows that Tuggerah Public School is above State DoE averages.

## Workforce information

### Workforce composition

Position	FTE*
Principal	1
Assistant Principal(s)	4
Classroom Teacher(s)	18.64
Teacher of Reading Recovery	0.82
Learning and Support Teacher(s)	0.9
Teacher Librarian	1
School Administration & Support Staff	3.96
Other Positions	0.19

The Australian Education Regulation, 2014, requires schools to report on Aboriginal composition of their workforce.

11% of the staff workforce is Indigenous.

### Teacher qualifications

Qualifications	% of staff
Undergraduate degree or diploma	100
Postgraduate degree	16

### Professional learning and teacher accreditation

All staff are provided with opportunities to engage in professional learning throughout the year as outlined in their PDPs and the School Strategic Directions. New syllabus implementation and DoE agenda reform continue to be at the fore front of professional learning.

Staff development days and staff meetings have encompassed building knowledge and skills in the areas of Positive Behaviour for Learning (PBL), new syllabus implementation, differentiation of curriculum, Every Student Every School, Literacy and Numeracy Continuums and Focus on Reading.

Other professional learning which is embedded at Tuggerah Public School is Future Focused Pedagogies, L3, TEN and Kagan Cooperative Learning Strategies.

Professional Learning at Tuggerah Public School is supported with the use of RAM funds and the Equity Loadings with L3 taking up the majority of these funds.

Average expenditure on professional learning of each individual staff member, not including Beginning Teachers, is \$2,000. Beginning Teachers are supported through Beginning Teacher funds and are provided with a reduced teaching load and a mentor.

Tuggerah Public School has six teachers who

are working towards Board of Studies Teaching and Education Standards accreditation at Proficient and nine teachers who are maintaining accreditation at Proficient. Tuggerah Public School does not have any teachers who are seeking voluntary accreditation at Highly Accomplished or Lead.

## Financial information (for schools using both OASIS and SAP/SALM)

### Financial information

The three financial summary tables cover 13 months (from 1 December 2015 to 31 December 2016).

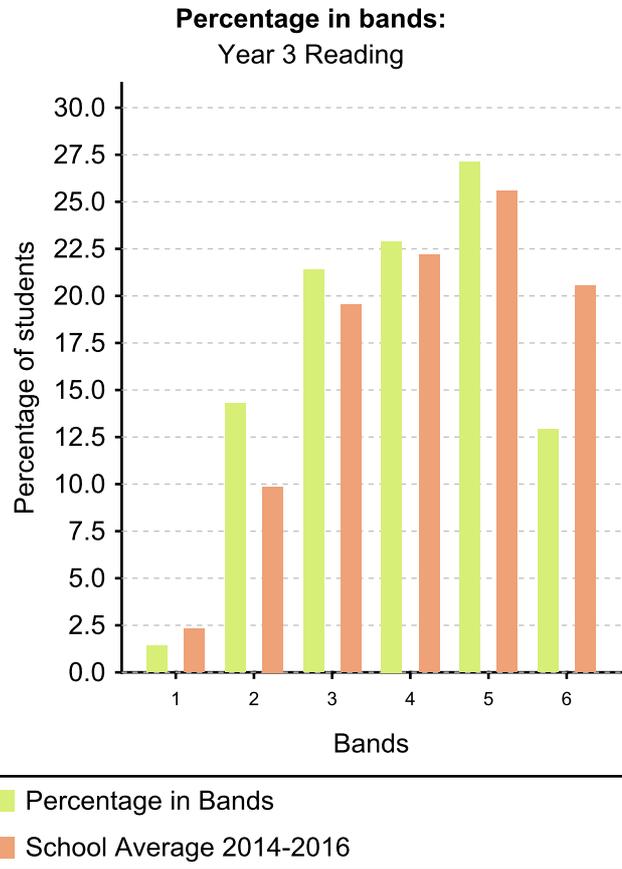
The financial summary consists of school income broken down by funding source and is derived from the school Annual Financial Statement.

<b>Income</b>	<b>\$</b>
<b>Balance brought forward</b>	<b>432 473.00</b>
Global funds	133 192.00
Tied funds	163 381.00
School & community sources	90 899.00
Interest	4 285.00
Trust receipts	6 209.00
Canteen	0.00
Total income	0.00
<b>Expenditure</b>	
Teaching & learning	
Key learning areas	53 741.00
Excursions	6 220.00
Extracurricular dissections	24 083.00
Library	10 264.00
Training & development	0.00
Tied funds	160 706.00
Short term relief	23 934.00
Administration & office	33 550.00
School-operated canteen	0.00
Utilities	14 897.00
Maintenance	7 867.00
Trust accounts	14 647.00
Capital programs	0.00
Total expenditure	0.00
<b>Balance carried forward</b>	<b>0.00</b>

The information provided in the financial summary includes reporting from 13 May 2016 to 31 December 2016.

	2016 <b>Actual</b> (\$)
<b>Opening Balance</b>	0
<b>Revenue</b>	1 014 655
(2a) Appropriation	840 707
(2b) Sale of Goods and Services	1 860
(2c) Grants and Contributions	168 642
(2e) Gain and Loss	0
(2f) Other Revenue	0
(2d) Investment Income	3 445
<b>Expenses</b>	-644 348
Recurrent Expenses	-644 348
(3a) Employee Related	-352 037
(3b) Operating Expenses	-292 311
Capital Expenses	0
(3c) Employee Related	0
(3d) Operating Expenses	0
<b>SURPLUS / DEFICIT FOR THE YEAR</b>	370 306
<b>Balance Carried Forward</b>	370 306

In the National Assessment Program, the results across the Years 3, 5, 7 and 9 literacy and numeracy assessments are reported on a scale from Band 1 to Band 10. The achievement scale represents increasing levels of skills and understandings demonstrated in these assessments.



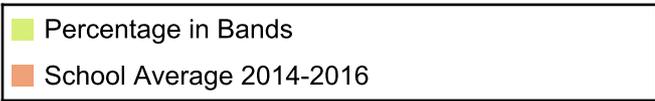
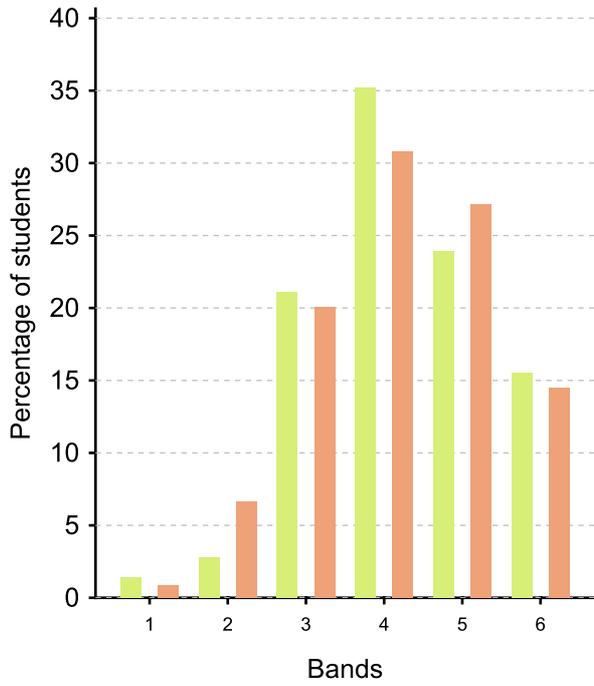
In 2016 Tuggerah Public School used the OASIS financial system and then converted to the SAP/SALM system midway through the year. As a result there are two tables of financial information.

	2016 <b>Actual</b> (\$)
<b>Base Total</b>	3 247 462
Base Per Capita	27 189
Base Location	0
Other Base	3 220 273
<b>Equity Total</b>	202 695
Equity Aboriginal	17 554
Equity Socio economic	39 729
Equity Language	21 185
Equity Disability	124 224
<b>Targeted Total</b>	142 050
<b>Other Total</b>	109 132
<b>Grand Total</b>	3 701 341

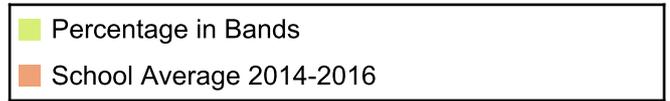
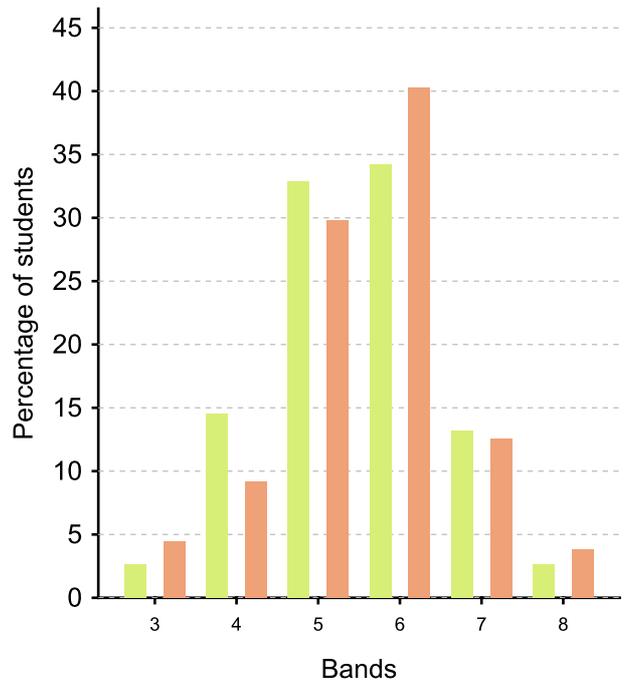
## School performance

### NAPLAN

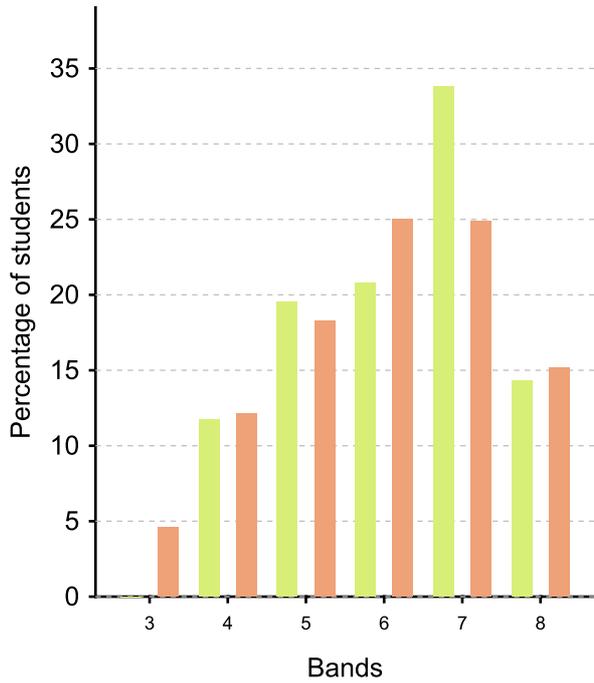
**Percentage in bands:**  
Year 3 Writing



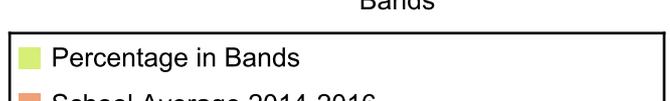
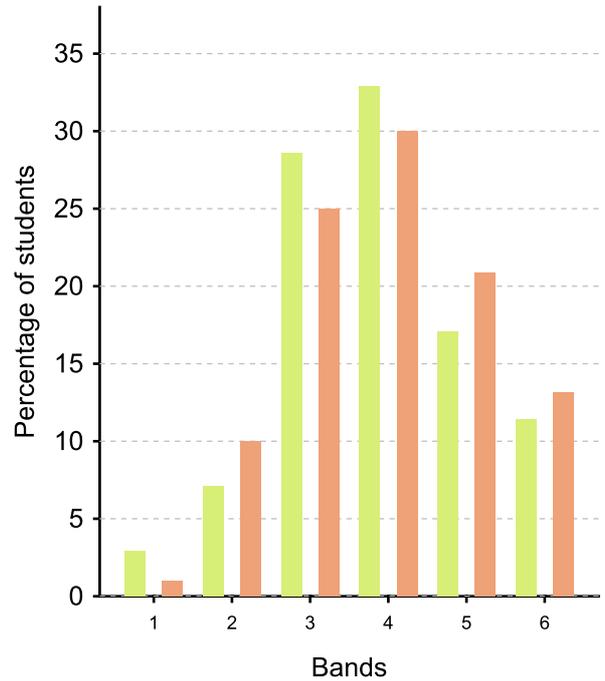
**Percentage in bands:**  
Year 5 Writing



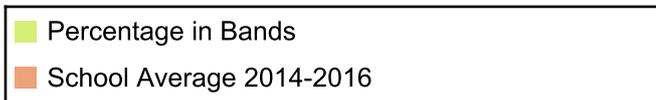
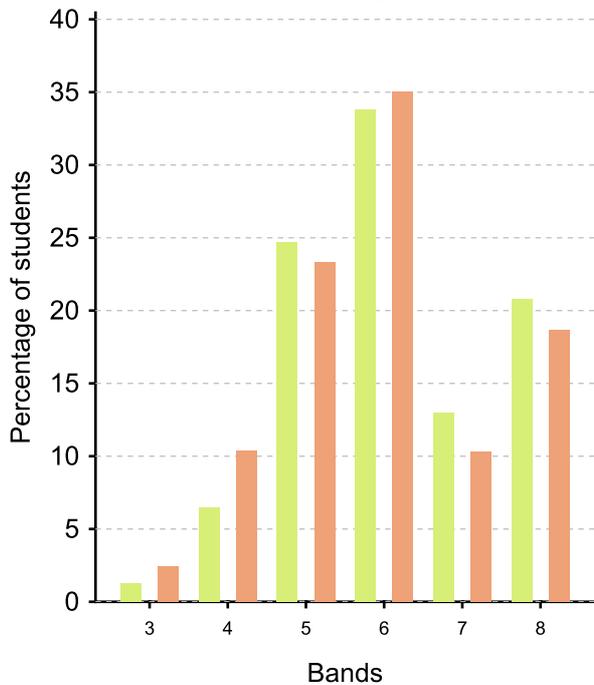
**Percentage in bands:**  
Year 5 Reading



**Percentage in bands:**  
Year 3 Numeracy



**Percentage in bands:  
Year 5 Numeracy**



The My School website provides detailed information and data for national literacy and numeracy testing. Click on the link <http://www.myschool.edu.au> and insert the school name in the Find a School and select GO to access the school data.

In accordance with the Premier's priorities: Improving educational results, schools are required to report their student performance for the top two NAPLAN bands in Reading and Numeracy.

The percentage of Year 3 students in the top two school bands remain steady with 30% to 40% of students maintaining these bands with the exception of Numeracy which for the past two years has only held 29% of students.

The percentage of Year 5 students in the top two bands also fluctuates between 30% and 40% of students with the exception of Writing which is only sitting at 15% of students. Grammar, however, has increased to 50% of students.

Another reporting requirement from the State priorities: Better services- Improving Aboriginal education outcomes, is for schools with significant numbers of Aboriginal students to report the percentage of Aboriginal students in the top two NAPLAN bands.

In 2016 Tuggerah Public School had a cohort of less than 10 Aboriginal Students in both Year 3 and Year 5 and therefore the information is unable to be reported due to being statistically inaccurate.

## Parent/caregiver, student, teacher satisfaction

A survey to students was commissioned to examine whether cooperative learning structures help to engage students and improve their learning outcomes. The research draws evidence to the fact that cooperative learning strategies "promote cooperation and communication in the classroom, boost students' confidence and retain their interest in classroom interaction" (Kagan, 2009). However, further research reveals that some issues of cooperative learning include "students socialising during group activities and not working, managing time effectively and the preparation required" (Gillies and Boyle, 2009). The survey aimed to evaluate this range by asking questions such as:

\* When I work together I achieve more than when I work alone.

\* Cooperative learning will improve my participation in class.

\* I am more creative in a group setting.

\* Does cooperative learning create an atmosphere of chaos in the classroom?

\* Cooperative learning activities make me a more responsible student.

\* Cooperative learning will help me get a job in the future.

The final report concludes that out of the 60 students' surveyed:

56% agreed with the statement "When we work together I achieve more than when I work alone."

78% agreed with the statement "Cooperative learning will improve my participation in class."

53% agreed with the statement "I am more creative in a group setting."

43% agreed with the statement "Cooperative learning creates an atmosphere of chaos in the classroom."

68% agreed with the statement "Cooperative learning activities make me a more responsible student."

75% agreed with the statement "Cooperative learning will help me get a job in the future."

The results of the survey indicate that cooperative learning does in fact help to engage students and improve their learning outcomes. It is recommended that teachers take measures to promote cooperative learning activities in the classroom, once they have developed a solid understanding of how to use this pedagogical practice in their classrooms.

Before cooperative learning was introduced into the classrooms, parents were surveyed about Learning

Culture and Collaboration, this included providing opportunities for parents to engage in activities involving their child.

73.81% of parents who completed the survey (42) said that there were enough opportunities provided for them to engage in activities involving their child. However, 19.05% were neutral on this question and 7.14% disagreed.

64.28% of parents who completed the survey said that the activities offered at the school matched their child's interest with 30.95% remaining neutral.

76.2% of parents who completed the survey said that they agreed that the school valued the diversity of children's backgrounds with 9.52% remaining neutral (4 parents) and 1 parent or 2.38% disagreed.

The result of this survey concluded that although we were doing a 'good job' with regards to Learning Culture and Collaboration, we can improve this by implementing Cooperative Learning Strategies and increasing parental involvement. This survey will be submitted again in 2017 to gauge our improvement.

Teachers were invited to complete a Learning Culture and Collaboration Survey in order to share their views concerning the education and work climate within Tuggerah Public School, i.e. tasks, processes, relationships and outcomes. The following report provides a school-level overview of current findings and some recommendations for improving the education and work climate within the school. This data provides a baseline for comparison with future Learning Culture and Collaboration surveys.

Teacher participation was moderate at 71%. Most participating teachers indicated the learning culture and collaboration in Tuggerah Public School is favourable with regard to:

Discussing instructional strategies and curriculum issues, working together to develop the school's strategic direction, the school wide behaviour support initiative, which is a result of collaboration and consensus among all staff members, planning as collaborative teams rather than as separate individuals, feeling empowered to make one's own instructional decisions, telling stories of celebrations that support the school's values and discussing struggling students frequently and ways to reteach being implemented.

Responding teachers indicated moderate perceptions about: All staff members being involved in the decision-making process regarding materials and resources, staff members being interdependent and valuing each other, leadership being promoted and nurtured amongst all staff, GATS students being frequently discussed and ways to reteach implemented.

Those participants who disagreed with the essential questions were given the opportunity to provide additional feedback. Some of the items that stood out as potentially requiring attention include: Staff events versus friend events afterwork hours, we are too quick to react rather than fine tuning what is already working

and we 'throw out the baby with the bath water'.

Great discussion was had over this survey and many issues were discussed and resolved. The role of Leadership was clarified and an understanding was made that Leadership is not just one person but a collective responsibility.

## Policy requirements

### Aboriginal education

In 2016 the school's Aboriginal student enrolment was 6%. Tuggerah Public School continues to provide support for Aboriginal students. The school also presents programs designed to educate all students about Aboriginal history and culture as well as contemporary Australia. In 2016, 8 Ways Pedagogy was embedded into all KLAs.

There is a representative from Tuggerah Public School at all Wyong Ngara Aboriginal Education Consultative Group (AECG) meetings and our school has hosted meetings throughout the year. Two staff members are associate members and one teacher is a full financial member ensuring that the school is well represented;

The school maintained and developed personalised learning plans for all Aboriginal students in consultation with Learning and Support Teacher (LAST), Aboriginal staff member, parents and students. The plan included both academic and cultural goals. The LAST and Learning Support Coordinator supported staff to implement the plans. Class teachers were released to attend and support these meetings.

An "Acknowledgement of Country" begins all formal school gatherings and we encourage our Aboriginal Students to participate in giving the acknowledgement during these events. The new acknowledgement is now relevant to our school and used at all formal events.

Aboriginal culture is celebrated on significant days throughout the year as well as being embedded into all Key Learning Areas.

A "Sorry Day" assembly was held to educate the students about this significant day. A minutes silence was held to remember the Stolen Generations. We also had a flag raising ceremony where the Aboriginal flag was flown at half-mast to show the respect that the event has for all Australians. A selected class performed an Aboriginal song for significant events.

Aboriginal students from K-6 attended the Aboriginal and Torres Strait Islander Assembly of Excellence at Wyong High School. They received awards for Academic Excellence and Leadership. Our Aboriginal students performed three dances. Our Aboriginal students also performed in the LMG Koori Choir. Aboriginal students attended the opening of an

Aboriginal Exhibition at The Entrance Community Centre as well as attending The Art House to watch an Aboriginal Dance Performance.

A segment of the weekly staff communication meeting is devoted to discussing and promoting Aboriginal culture and perspectives within the school and sharing ideas between teachers.

Indigenous students from Year 5 and 6 were selected to represent our school as Aboriginal student leaders. The leadership program was run to assist young Aboriginal Students in developing leadership capabilities, engaging in culture and in building their self-esteem. The Wyong Community of Schools banded together to present this Dance and Culture Leadership Program to selected students from all schools within our local LMG. The students completed this intense 8 week program, composing a series of dances and performed at the Aboriginal Excellence Awards Assembly. The program was conducted in consultation with the Wyong Ngara Aboriginal Education Consultative Group.

We celebrated NAIDOC week across the whole school with all staff incorporating indigenous perspectives and culture in their daily teaching. We held a community day in which all students had the opportunity to participate in cultural activities with local Aboriginal members.

Our Torres Strait Islander Staff Member is released each week to work with the Aboriginal students on cultural initiatives.

### **Multicultural and anti-racism education**

The school promotes practices to ensure we are an inclusive school community and a racism-free learning and working environment. A multicultural classroom is one in which both the students and the teacher are accepting of all races, cultures, and religions. This acceptance is evidenced in our school by the books that are read, the activities that are completed, and the lessons that are taught.

Cultural diversity, tolerance and empathy are engendered and promoted throughout the school with the explicit teaching of units and integrated studies on Multiculturalism where students can learn using their preferred learning style, enquiry, explicit teaching and celebration. A Multicultural curriculum is the integration of ideals into our units of study that nurture the practice that hopes to transform the ways in which students are instructed by giving equal attention to the contributions of all the groups in a society. Culture is central to our learning and is known as Culturally Responsive Teaching. This is a pedagogy that recognizes the importance of including students' cultural references in all aspects of learning and increasing the awareness of global unity.

Harmony Day was celebrated with activities that promoted inclusiveness and students shared their own cultural backgrounds and showcased these across the whole school. The school dressed in orange to

represent Harmony Day. This day develops an understanding of, and skills to interact in, intercultural settings.

Teachers select texts for their lessons highlighting different backgrounds and cultures embedding inclusivity in KLAs. Wider community members from a range of cultural backgrounds are invited into the school to enhance the teaching and learning programs. Throughout the year, many activities are participated in to support multicultural education. Activities such as: mapping and placing the students portraits next to their family origins on a display wall or a globe, stories such as "The Crayon Box that Talked", flags of the world, and games from around the world.

Throughout the year our canteen highlights different cultural cuisines giving the students opportunities to taste foods from other countries thereby widening their outlook on multicultural Australia.

We employ an EALD teacher at .2 to assist our new arrival students and those students who have English as a second language to become proficient in English and demonstrate an in-depth knowledge of their own and others cultures.